



## Florence County School District Four School District

304 Kemper Street  
Timmonsville, SC

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	801 Students	
<b>Superintendent</b>	Andre Boyd	843-346-3956
<b>Board Chair</b>	Richard Hodges	843-346-3309

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>At-Risk</b>	<b>At-Risk</b>
2011	Average	Below Average
2010	Below Average	Average
2009	At-Risk	At-Risk
2008	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

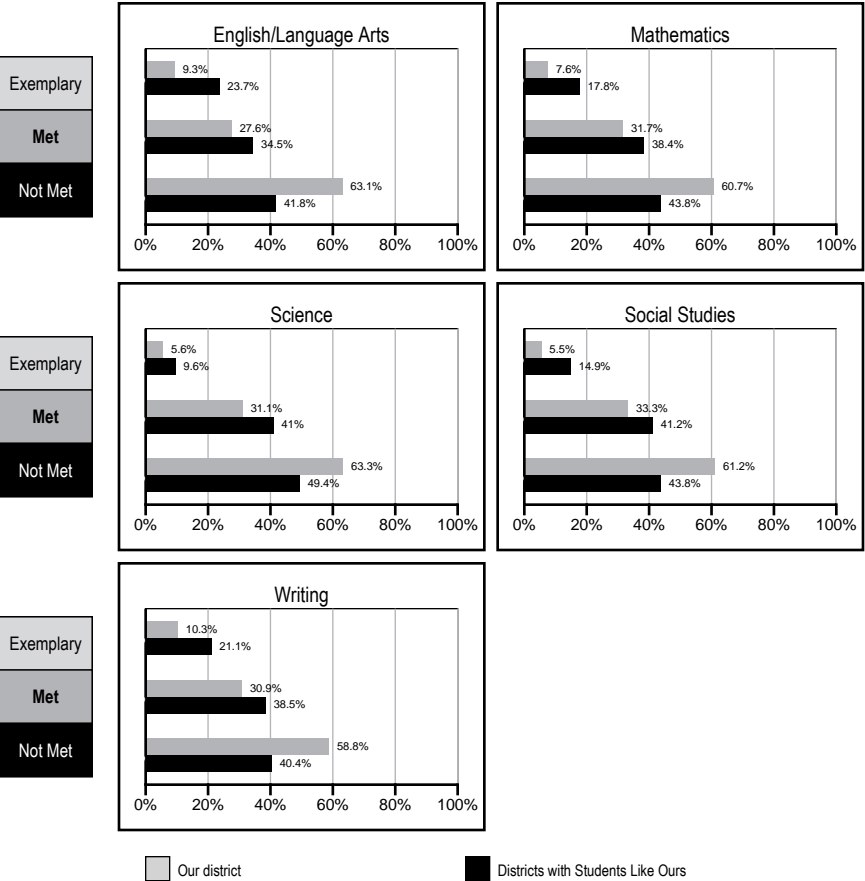
95.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	2	8	3	6

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed both subtests	52.0%	52.5%	77.3%	62.9%	65.9%	65.2%
Passed one subtest	18.7%	26.2%	9.1%	17.2%	18.3%	18.7%
Passed no subtests	29.3%	21.3%	13.6%	19.9%	15.9%	16.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	22.8%	60.2%
English 1	40.4%	54.4%
Biology 1/Applied Biology 2	43.8%	53.8%
US History and the Constitution	4.7%	25.4%
All Subjects	28.8%	48.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	61	70	191	189
Number of Graduates in Cohort	49	48	134	137
Rate	80.3%	68.6%	72.9%	74.8%

\*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	51	60	197	188
Number of Graduates in Cohort	42	51	141	139
Rate	82.4%	85.0%	73.0%	76.5%

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=801)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.3%
Retention rate	3.6%	Down from 6.6%	2.4%	2.0%
Attendance rate	95.1%	Down from 97.2%	96.0%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.6%
Enrolled in AP/IB programs	1.9%	Up from 0.0%	2.4%	13.5%
Successful on AP/IB exams	N/A	N/A	34.8%	49.9%
Eligible for LIFE Scholarship	35.1%	Up from 30.0%	28.8%	30.3%
Enrolled in adult education GED or diploma programs	2	Down from 3	37	59
Completions in adult education GED or diploma programs	2	No Change	18	31
Annual dropout rate	0.0%	Down from 3.2%	2.5%	2.7%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	62.7%	Down from 69.6%	59.7%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	75.1%	Up from 72.1%	86.9%	91.1%
Teacher attendance rate	98.2%	Up from 92.4%	94.8%	95.1%
Average teacher salary*	\$44,929	Up 0.0%	\$43,519	\$46,595
Vacancies for more than nine weeks	2.0%	Down from 3.6%	0.5%	0.1%
Professional development days/teacher	8.9 days	Down from 9.9 days	11.8 days	12.4 days
<b>District</b>				
Superintendent's years at district	1.0	Down from 5.0	2.0	3.0
Student-teacher ratio in core subjects	10.4 to 1	Down from 18.3 to 1	20.8 to 1	21.7 to 1
Prime instructional time	92.0%	Up from 88.2%	89.6%	89.9%
Dollars spent per pupil**	\$9,636	Down 8.4%	\$10,569	\$8,866
Percent of expenditures for teacher salaries**	48.2%	Up from 46.3%	48.7%	53.1%
Percent of expenditures for instruction**	50.2%	Up from 47.9%	51.6%	55.9%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	3	Up from 0	0	0
Portable classrooms	0.0%	Down from 100.0%	2.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	0.0	Down from 1.0	4.0	8.0
Parents attending conferences	96.4%	Up from 22.0%	96.8%	99.5%
Average administrator salary	\$71,753	Down 14.8%	\$71,059	\$77,744

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	59	74.6%	205	28.8%	70	68.6%
<b>Gender</b>						
Male	30	63.3%	110	28.2%	30	60.0%
Female	29	86.2%	95	29.5%	37	81.1%
<b>Racial/Ethnic Group</b>						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	55	74.5%	117	30.8%	26	61.5%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	N/A	N/A	16	31.3%	N/A	N/A
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	52	71.2%	166	27.7%	52	71.2%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	74.6%	86.2%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	350	394	392	395	367	388	1109	1176		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	13.9	13.2	16.1	16.2	15.3	14.9	15.6	16.1	15.3	15.3
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

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School District Governance

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	2.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The 2011-12 School Year was a year of perseverance and determination, despite local and state-wide financial challenges. The Florence Four students, staff, parents and community remained committed to supporting the district's growth and improvement. With notable progress, we are determined to continue our efforts to raise standards and achievement for all students. With a successful year in academics and extracurricular activities, from closing achievement gaps in English/Language Arts to winning a State Championship Title, we are thankful. We will continue to use a variety of strategies and resources to encourage continued success.

Florence Four values community involvement in academic, health, wellness, and social development and extracurricular events. We appreciate the support that you have given to our students which we have dedicated to molding into productive citizens and life-long learners.

I am grateful for the opportunity to serve the district and community, leading Florence Four to provide quality educational opportunities and experiences. With the strength of the local school board of trustees, support of the community and the minds of determined students, we can continue towards tremendous improvement. I look forward to an inspiring year in Florence Four.

Andre' Boyd

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	49.3
Overall Grade Conversion	F
Points Total - Elementary Grades	40.4
Points Total - Middle Grades	48.6
Points Total - High School Grades	82.3

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The Florence County School District Four School District consists of 3 public schools with 0 of these schools, or 0%, in improvement status.

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	610.0	605.2	583.0	594.6	99.7	99.4
Male	609.4	605.8	578.2	595.3	99.5	99.5
Female	611.0	604.3	589.6	593.7	100.0	99.3
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	607.9	604.0	580.5	592.7	99.6	99.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	604.6	602.4	580.8	592.6	99.6	99.6
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	600.4	610.3	590.2	587.3	99.7	99.4
Male	591.2	605.0	584.1	588.4	99.5	99.5
Female	613.5	618.1	598.2	585.6	100.0	99.3
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	598.1	610.3	585.5	587.1	99.6	99.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	594.6	607.7	582.5	585.9	99.6	99.6
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	229	228	65	61	95.6	97.8
Male	227	231	65	62	92.6	96.3
Female	231	225	65	60	100.0	100.0
White	239	253	78	68	100.0	100.0
African American	227	224	63	60	94.9	97.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	70	82	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	202	202	59	59	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	231	230	64	61	97.0	100.0
Annual Measurable Objective (AMO)	223	220	76	71	95	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	70	91.4	67.8	23.7	8.5	32.2
	4	67	92.5	54.1	34.4	11.5	45.9
	5	66	92.4	32.8	46.6	20.7	67.2
	6	57	96.5	57.7	26.9	15.4	42.3
	7	64	96.9	71.9	22.8	5.3	28.1
	8	56	94.6	68	26	6	32
2012	3	44	100	73.2	26.8	0	26.8
	4	65	100	60.7	26.2	13.1	39.3
	5	61	100	57.4	29.6	13	42.6
	6	63	100	58.3	31.3	10.4	41.7
	7	59	100	64.4	22.2	13.3	35.6
	8	49	98	70	27.5	2.5	30
Mathematics							
2011	3	70	97.1	90.5	7.9	1.6	9.5
	4	67	98.5	58.5	38.5	3.1	41.5
	5	66	93.9	37.9	39.7	22.4	62.1
	6	57	96.5	54.7	37.7	7.5	45.3
	7	64	98.4	72.4	25.9	1.7	27.6
	8	56	92.9	55.1	30.6	14.3	44.9
2012	3	44	100	85.4	14.6	0	14.6
	4	65	100	60.7	31.1	8.2	39.3
	5	61	100	46.3	40.7	13	53.7
	6	63	98.4	55.3	31.9	12.8	44.7
	7	59	100	55.6	40	4.4	44.4
	8	49	98	65	32.5	2.5	35
Science							
2011	3	34	100	90.3	9.7	0	9.7
	4	67	98.5	55.4	44.6	0	44.6
	5	32	100	63.3	26.7	10	36.7
	6	28	100	70.4	25.9	3.7	29.6
	7	64	96.9	71.9	28.1	0	28.1
	8	27	100	80.8	7.7	11.5	19.2
2012	3	20	100	100	0	0	0
	4	65	100	62.3	34.4	3.3	37.7
	5	31	100	51.9	44.4	3.7	48.1
	6	30	100	52	40	8	48
	7	59	100	60	28.9	11.1	40
	8	22	100	75	20	5	25

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	34	97.1	80.6	9.7	9.7	19.4
	4	67	98.5	41.5	49.2	9.2	58.5
	5	32	96.9	44.8	44.8	10.3	55.2
	6	28	96.4	44	56	0	56
	7	64	98.4	82.8	12.1	5.2	17.2
2012	8	27	96.3	79.2	20.8	0	20.8
	3	24	100	87	13	0	13
	4	65	100	45.9	47.5	6.6	54.1
	5	30	96.7	51.9	44.4	3.7	48.1
	6	34	94.1	69.6	26.1	4.3	30.4
2012	7	59	100	64.4	24.4	11.1	35.6
	8	27	92.6	75	25	0	25
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	65	93.9	42.9	35.7	21.4	57.1
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
2012	8	54	96.3	58	32	10	42
	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	63	96.8	46.3	38.9	14.8	53.7
	6	N/A	N/AV	I/S	I/S	I/S	I/S
2012	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	49	93.9	71.8	23.1	5.1	28.2

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	100.0	23.2	33.9	32.1	10.7	53.6
	2012	95	100.0	11.7	29.8	38.3	20.2	72.3

Mathematics								
All Students	2011	N/A	100.0	40.7	33.9	20.3	5.1	40.7
	2012	95	100.0	16.0	34.0	28.7	21.3	62.8

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	56.4%	5.1%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	56.4%	0.0%	No
Student attendance rate, grades K-8	95.1%	94.0%*	Yes

\* Adjusted to account for natural variation in performance.  
\*\* Or greater than last year

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